

# THE CHICAGO TEACHER:

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## THE CHICAGO TEACHER:

*BELFIELD & KIRK, Editors and Proprietors,*

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### EDITORIAL.

IT BECOMES a pertinent inquiry, pertinent to school authorities and the public, why so many of our children sever their connection with the public schools before they finish the prescribed course of study therein. Various causes operate towards their withdrawal at times when they should receive the greatest benefit from the instruction that is so generously afforded them, such as the impecuniosity of parents; the desire of pupils to labor for themselves, etc.; but *THE TEACHER* modestly offers as one of the factors producing the annual hegira referred to, the great, the almost exclusive predominance of female instruction.

The instruction afforded by male and female teachers is essentially different in kind; no claim whatever being made as to difference in degree, or excellence of quality, and every child needs the double influence of the male and the female teacher. There is a time in the life of a child when the female instruction should predominate, and as truly there comes a time when this instruction should be subordinate to that furnished by a man. Both are essential to the richest and fullest development of the child, since there are phases of character in every boy and girl that but feebly respond to the influence of a woman, but which yield their richest fruitage under the shaping power of a man.

Again there are other phases, that only grow and blossom at the touch of a woman's inspiration, and which would only wither and die at the hand of a man. Children feel this without analyzing it for a cause, yet they are conscious of a want, a something undefined, yet none the less surely felt, that is not and can not in the nature of things be furnished, except by a man. We do not assume, by implication even, that the instruction given by man is more valuable than that given by woman. We do not think so, yet we do think that men and women are counterparts, and the instruction of one ought and will counterpart the instruction of the other; and this is as it ought to

be. The child's make-up is of a dual character, one element which women are best qualified to foster and develop, prevailing in the earlier years of school life; the other, the best conditions of whose growth towards fruitage, are furnished by men, prevailing in the later years. At neither of these periods must or should either kind of instruction be exclusive; but a reciprocal predominance should obtain at these respective terms of life.

The two kinds of influences are essential, and should go together, side by side, as the child's mind grows as a unit, reaching out first in perception, then analysis, afterward in synthesis, reason and judgment. We can not but think, therefore, that we have suggested the partial solution of the question, and since it is a growing evil, our Superintendents and Boards of Education may find it a profitable line of inquiry, whether in the nature of mind, in the light of its complex character, its varied and normal cravings, a more complete development, a more symmetrical character, a more fruitful life, may not be wrought out by the employment of a larger ratio of scholarly and cultured male teachers. The profession of teaching requires just as sound learning, as profound wisdom, as scholastic training, and as much brain power and will force as any other calling, and more than any other activity of life except the rearing of the family, does it demand the best powers of *both men and women*.

TO THE AVERAGE architect the most tractable creature in existence is "foul air." Nothing can surpass it in readiness to comply with his wishes. It watches for the slightest indication of his feeblest wish with the anxiety of the eldest nephew at the bedside of his moribund uncle. He cuts a hole in the wall, ceiling or floor of a room, calls it a *ventilator*, and the obedient air is supposed to rush through it, whether the outlet leads to the cellar, garret, or street. He expects it to fly up or down, with or against the wind, according to the location of his ventiduct; and he is in a constant state of surprise that a room thus ventilated (!) "on the latest scientific principles," should be the prolific source of disease and death.

In the arrangement of pupils' desks he is equally culpable. It is a fact well-known to men, women and children, to accountants and book-keepers, to every one, in short, except the school-house architect, that light should reach the copy-book, slate, etc., from the *left* side. Is any attention paid to this fact? Not in Chicago, not in St. Louis, not in Boston, not in any plan which we have seen, with one exception. In the buildings erected on the plan which seems to prevail most generally in large cities, four rooms on a floor, one occupying each corner, two rooms on each

floor are seated correctly; but by the merest chance, since, by the exercise of a little forethought, all four might be so arranged.

We have just completed the examination of a large number of plans of school houses, costing from \$2,000, to \$200,000, many of them pronounced "models of their kind," and in *not one of them*, in which the seating is shown, has the architect recognized the possibility of damaging a pupil's eyesight.

We have spoken of injury to the eyes of pupils only; but we know of teachers having been temporarily disabled and even permanently injured by ignorance or carelessness in regard to this matter on the part of committees and architects.

ONE of our cotemporaries is wrestling with the question whether or not a teacher should punish, *chastise*, two boys who have been engaged in fighting. We recommend the appointment of the man who has any doubt on such a subject to the New York Police force, many of the members of which, according to *Harper's*, club indiscriminately all parties to a street fight, without stopping to inquire whether one of the combatants may not be defending his property, person, or life from the assault of a robber or assassin. We believe we have a keen sense of the disgraceful character of the quarrels in which boys and men frequently engage; but we can readily conceive, nay, have known, circumstances in which, if we were to punish at all, we should punish for *not* fighting. We have too much namby-pamby, wishy-washy sentimentalism in our schools, which instructs a boy that he is forever disgraced if he indulges in a fistcuff fight; which would make a generation of milksops if our boys did not possess more manliness than many of their teachers. If we had a boy who would witness the maltreatment of a playmate, without an effort in his behalf, even to the vigorous use of fists, yes, and of feet, we should want to disown him. Much of the rowdiness of the age is developed by the pusillanimity of the better part of the community, who prefer to be imposed upon rather than to disgrace themselves, as they term it, by getting into a fracas. At the same time it is well known that many a rowdy has been changed to a gentleman by a thoroughly good thrashing. There are men, and boys, who need above all things, a good pounding by one able to pound well; and the man who shirks from it, under certain circumstances, is a cowardly poltroon. It is no more disgraceful, but a great deal more manly, sometimes, to thrash a villain, than to kill a snake; and our boys should be taught that it is not only disgraceful to fight without just cause, but that is also disgraceful to refuse to fight when justice demands the defense of threatened innocence.

We always admired the advice of a friend of ours to his pupils: "Keep out of a fight as long as you can honorably; but when you must strike, *strike hard*." He was always careful, however, to show the flimsiness of most of the excuses given for fighting; and to point out honorable methods of settling most difficulties; so that his boys were always peaceful and manly, never indulging in the petty squabbles which frequently disgrace the school yard.

A remark made above, that "boys sometimes need a good pounding," is not to be understood as a plea or an excuse for corporal punishment of a pupil by a teacher. If a pupil needs the rod, his place is not with three score other pupils who do not need it.

OUR OBSERVATION lately has led us to conclude that there are some school directors living yet, in the last half of this nineteenth century, who believe that when they "hire" a teacher, they hire all that is of him, body, soul, mind, conscience, everything; that by engaging to teach their school he has engaged to hold no opinion contrary to their opinions; to cherish no doxy except their doxy; to vote as they vote; to think as they think; to bless what they bless, and to curse what they curse. Such beings are as fit for school directors as a Hottentot is fit for a courtier, or a Modoc for a family priest. They have yet to learn the first principles of manhood, of Christian charity, of civilization. A school board is derelict in duty if it neglects to demand of a teacher the fullest exercise of his powers, and a perfect abstinence from all instruction in matters of politics and religion, in the school room, and a perfectly moral character both in the school room and out of it. Beyond this they have no right to go. The parliamentary law is here reversed. A teacher may be called to account for words spoken *in* the school room, but not for sentiments expressed *out* of it. And a school official who permits party or sectarian zeal to influence his vote for, or conduct to, a teacher, either for or against him, deserves the execration of the community; and so does the teacher who sacrifices his manhood by becoming a slave to the whims of a school board.

WE RETURN our thanks to the HON. WM. H. KING, President of the Chicago Board of Education, for advance sheets of his Annual Report, and for its very kind mention of *THE TEACHER* and its editors. The Report contains many interesting facts, to which we will call attention at a future time. We note now a coincidence between a remark of ours in another column, and a remark of President KING upon the same subject, as showing the current of thought in our schools. President KING says:

"The infliction of corporal punishment is no part of the duties of a teacher."

We learn with unfeigned regret Mr. KING's intention of leaving the Board, of which he has been six years a member, and three years the President. Mr. KING's connection with our schools has been characterized by a hearty consecration of his eminent abilities to their interests. A man of original thought, of strong convictions, and of a Jacksonian habit of taking the responsibility when necessary, he has exposed himself sometimes to severe but unjust criticism, which has failed to recognize his intense and overwhelming desire for the welfare of the schools. The act for which he has received considerable abuse from a portion of the press, has commended itself to the judgment of most if not all of the Principals as greatly needed, as eminently wise, and as fully justified by its results; we mean his successful effort to diminish the tardiness of teachers, which the Report states, "was 60 per cent. less than during the preceding year."

In many other respects, of far greater importance than this, (which we mention because of the attacks based upon it) are the schools of Chicago indebted to the zeal, energy and devotion of the retiring President.

TEACHERS will be interested in the advertisement of Eldredge & Brother, which appears in the present number.

THE PROCEEDINGS of the National Teachers' Association of Detroit have been fully reported in the leading dailies, and will be preserved in the volume of "Proceedings" soon to be issued. We therefore do not attempt in our already crowded columns a description of each day's exercises, which were of varied interest and value, most of the papers, however, being worthy of the occasion.

The greatest interest centered upon two subjects,—the establishment of a National University, and Co-Education. The expected battle of the giants on the former theme was, owing to the absence of DRs. ELIOT and McCOSH, a one-sided affair, PRESIDENT WHITE of Cornell having the field to himself in the style of Hector during the absence of Achilles.

DR. CLARKE's paper was calm, able, scholarly, and, we may add, unanswered. The effort of PROF. HOSMER, if it had any object further than the advertisement of its author as a man either ignorant or regardless of the proprieties of civilized life, must have been designed to verify and illustrate the prediction of *The Nation*, that "the question of woman's rights would never be settled without debates of extraordinary indecency." If PROF. HOSMER's paper is a fair illustration of the effect of "mixed" colleges upon the teachers therein, the question of co-education must, in the minds of all persons not wholly void of delicacy, be regarded as definitely settled.

The position held by education and educators is illustrated by the full reports of the proceedings—many of the papers being presented in full—and by the attention shown the Association by prominent officials. GOVERNOR BAGLEY and SENATOR CHANDLER gave receptions to the Association; and GEN. EATON, United States Commissioner of Education, testified heartily to the importance of the work done by the Association, and its influence in other lands as well as our own.

All kinds of persons were found in the convention. There was the man (and there were many such,) who had devoted long hours of study to the preparation of his paper, every word of which carried weight. Next, perhaps, came one, who, appointed to read a paper, made an extemporaneous address consisting of the tritest sayings and most tedious platitudes, enunciated with the greatest deliberation, and with the air of one announcing the most startling discoveries. Then came the relator of his own experience, who managed to consume a half hour in saying what might have been condensed into three minutes, but would have been best unsaid. The most comical or the most annoying, according to the frame of mind of the auditor, was the benignant countenance and omnipresent umbrella of the self important dignitary, who took part in every debate, constantly assisted the President, (to that officer's evident disgust,) introduced every speaker in his own section by a lengthy oration designed to display his own knowledge on the subject, and, at the Governor's reception, addressed a most patronizing speech to the chief magistrate of the State.

The President, S. H. WHITE, of Peoria, discharged the duties of his office with wonderful promptness, and knowledge of parliamentary practice; and well deserved the thanks of the Association. But, if President HARRIS will permit, we would humbly make two suggestions for his guidance next August, at the Richmond meeting. First: that he begin the sessions promptly, at the hour announced.

Second: that he clear the lobbies of those whose conversation renders it impossible to hear the majority of the speakers. And if the elementary section will insist upon having a lady for vice-president, we trust one may be selected gifted with either a masculine voice or a speaking trumpet.

The National Teachers' Association is a power in the land. No teacher can attend its sessions without being strengthened for the work of the ensuing year. And while the expense may be considerable compared with the income of many a pedagogue, he will, we are confident, consider it money well spent, and never regret it.

TAKING AS ITS text the resolution of a New Jersey Teachers' Institute, that the law prohibiting the infliction of corporal punishment upon pupils should be repealed, and an article on School Discipline which appeared in the June number of THE CHICAGO TEACHER, the *American Educational Monthly* devotes nearly three pages to Corporal Punishment, of which the following is the closing paragraph:

We regard corporal punishment as a necessary evil, as the only means by which boys in cities can be kept in school, and be made to preserve order. We do not favor it because we like it. To sum up, we think the Chicago system of discipline faulty, in that it either turns unruly pupils out of school, or sends them as acknowledged criminals to a reform institution; and that it provides no means for correcting small offenses other than moral suasion, which the teacher is usually unable to exert.

We reply (and we trust our friends of the *American* will give this reply a circulation equal to their criticism upon us) to the first objection:

1. The number of suspensions for misconduct, ("turning unruly pupils out of school,") is less than under the old regime. We believe the next Chicago Report will show this.
2. Sending an unruly pupil to such a reform school as we hope to have in Chicago,—we have none connected with the public schools at present,—will not be sending him "as an acknowledged criminal." It will be simply placing him where his unruly disposition can be more properly cared for.
3. A pupil whose conduct interferes with the routine of the school room should be removed, in justice to the other pupils, whose time he wastes, and whose natures he depraves.
4. Suspension, though not designed as a punishment of the offender, is generally more dreaded than a flogging. Very few pupils are so lost as to wish to be suspended. When they have reached this stage, they are unfit companions for the majority of pupils attending our public schools, and should be removed by all means. The complaints against the bad character of public school children are founded upon the wickedness of a comparatively few ruffians whose evil deeds are regarded as the index of the character of all. Justice to the children and to the community at large demands the removal of these abettors of iniquity, who learn nothing good and teach everything bad.

The second objection is based upon the assertion found earlier in the *American's* article that "punishment of some sort is necessary," which we claim is an error. "It is universally admitted that punishment of some sort is necessary," says the *American*. If this means punishment by the teacher, we deny it. And we think that here lies the secret of the whole trouble. It is not the function of the



teacher to punish. The teacher's duty is to *teach*, to teach in the highest and broadest and deepest sense of the word, but not to punish. If by "correcting small offenses by moral suasion," the writer means the habit of *coaxing*, into which so many teachers have fallen, let us inform him that coaxing has departed from our schools with the rod. Every teacher knows that the refractory pupil enjoys coaxing, and will allow the teacher to indulge in it as long as he, the pupil, thinks it prudent. When he regards the matter as growing serious, and the rod seems to be imminent, he yields, and promises to do that which he well knew from the beginning he should have done. Very few pupils need to be instructed that it is their duty to obey the teacher, etc. Such instruction should be given when needed; but no coaxing to do what is already known to be right.

We are firmly of the opinion that a thoroughly sound thrashing is the best medicine in certain cases for both boys and men. But we deny that it is the duty of the teacher to undertake the disagreeable task.

The "Chicago system" may be "faulty;" we do not claim perfection for it; but we do claim that it secures much less friction than the old plan—less friction between teacher and pupil, and between teacher and parent—and a far greater amount of the proper work of the school, as was stated in the July number of *THE TEACHER*.

If the New Jersey law prohibits corporal punishment in schools, and provides no substitute, the position of the New Jersey teachers may be very difficult. It is worse than useless to suspend a pupil who is immediately restored by Superintendent or Board; and it is positively foolish to abolish corporal punishment in such schools as are found in large cities, unless the teachers are heartily sustained by the authorities in a judicious exercise of the suspending power. When the *parents* have learned that their children must "behave or leave," the victory is won with nine hundred and ninety-five children in a thousand. While it is clearly the duty of the authorities to provide for the education of the other five, it is equally clear that the welfare of the nine hundred and ninety-nine should not be impaired thereby.

Since the above was in type, we have been favored with a glance at the proofs of the forthcoming Report of Supt. Pickard, from which our want of space allows us only the following extracts:

Resting upon the success of the past year, our teachers have made another year's trial, and we are able to report the following results:

*Order* is an good as ever before.

*Obedience* has been prompt and cheerful.

*Willful disobedience and malicious conduct* have been less frequent than in any previous year.

*Suspensions for misconduct*, which the advocates of corporal punishment so much dread, have been diminished under the trial. Witness figures taken from our books:

For the year 1868-9, one suspension to 12,000 pupils.

For the year 1869-70, one to 12,000 pupils.

For the year 1870-71, one to 14,000 pupils.

For the year 1871-72, one to 22,000 pupils.

For the year 1872-73, (the first year of our experiment,) one to 9,000 pupils.

For the year 1873-4, one to 24,200 pupils.

Since the difficulties attending a radical change in school discipline have been overcome, there has been steady advance, and the last term of the year under review shows special suspensions to have been in the ratio of one to each 52,000 pupils in daily attendance.

As our suspensions are temporary, and do not work

entire removal from school, the evil resulting from suspension is not so great as might be feared.

Nine schools, enrolling more than 6,500 pupils, have had no case of suspension during the year.

We respectfully submit that *no* corporal punishment with *few* suspensions is preferable to corporal punishment with *many* suspensions; and that though the former system may be "faulty," it is superior to the latter.

GET OUT OR BE CREMATED! was the hoarse invitation hissed by huge tongues of flame into the ears of hundreds of our citizens, on the afternoon of July 14th last; among them to FRANCIS S. BELDEN, Esq., general agent of Cowperthwait and Company, who sat in his Wabash Avenue office, planning his fall campaign. Whether Mr. B. preserved on this occasion the dignified urbanity for which he is noted, even among the polite tribe of agents, we are not informed. But as we now find him at No. 25 Washington St., in an office characterized by the *newness* of its furnishings, we conclude that he took the first horn—of the dilemma, of course—and departed with a bow characterized quite as much by haste as grace, exclaiming, we suspect, in the language of the immortal Richard, "My kingdom for a horse—and wagon."

Mr. B. is agent for many excellent publications, including Warren's Geographies, of which it is sufficient praise to say that two of them, the Common School and Physical, are the only text books in Geography used in the Chicago Public Schools.

#### "PERPETUAL EXAMINATIONS."

There are some systems of education which lead those best acquainted with them to exclaim, either in sorrow or joy:

"I feel that I am in the midst of a perpetual examination!"

This expression touches, we doubt not, a responsive chord in the heart of many a child.

Would it not be better to substitute, "I am to examine to-day" for "I am to be examined"?

Is it not possible that this matter of examination has been carried too far?

Would it not be quite as pleasant and profitable to be led into new fields of thought, to be stimulated by new facts and discoveries, and to weave fresh flowers into our garlands?

Why this constant, continuous, lumbering school examination?

Why spend so much time and labor in finding how much has been learned and so little in the accumulation of knowledge?

Is this nervous, restless state of excitement produced by the cheering intelligence that if the pupil does not stand well, he will be graded, conducive to that calm thought, which brings to the mind its richest treasures?

Highest efforts come from the love of wisdom's ways and not from the fear of ignorances. In life's journey many a heart would sink by the way if its percentage, measured by a perfect standard, was announced to the world each day. He may be a friend who only keeps us constantly reminded of our ignorance, mistakes and shortcomings, but is not to be compared with him who warms by his love, strengthens by encouragement, and inspires with a living faith in our efforts for the right.

— W. W.

DURING the present lull in the Dictionary war there seems to be hope of a skirmish in the Reader line, which may be called "the Battle of the Preface to a First Reader," unless it should develop into a more extended strife. Mr. Farnham, Superintendent of public schools of Binghampton, New York, intimates, in a late number of a Binghampton paper, that the resemblance between the preface of J. Russell Webb's Model Reader, and certain lectures delivered by himself, is altogether too close to be accidental; and, further, that the method of teaching reading presented in Mr. Webb's preface, has been practiced for some years in the Binghampton schools. Replying to this, Mr. Webb makes affidavit that he is the author of the method in question—called the Sentence Method—that he has known nothing of the Binghampton schools or of Mr. Farnham, since he himself taught this method to Mr. Farnham a quarter of a century ago; and is evidently of the opinion that the Binghampton method is based upon his own ideas, and the Farnham lectures are merely discussions of his own sentence method. It is now Mr. Farnham's turn. If he can prove that his father taught Mr. Webb's father to read by the sentence method, or, that his grandmother instructed Mr. Webb's grandmother to say "This is a box," we shall decide in favor of Binghampton, unless Mr. Webb can go farther back in the ancestral line. As the case stands, Webb appears to be ahead, with Farnham to hear from.

The great Goethe used to insist that certain views which he has the credit of originating must have been held and recorded by some one who preceded him, because they were so natural and evidently truthful. In like manner, it may be an evidence of the worth of the Sentence Method, that it is claimed as the invention of several.

THE VALUE OF THE TEACHER as an advertising medium has always been appreciated by publishers, as its columns will fully testify. THE TEACHER has subscribers in nearly every State in the Union, including Maine and California, Minnesota and Texas. Our increasing local advertisements show that its value as a city medium is beginning to be understood. We are confident that no other periodical is read by as many Chicago teachers.

IT IS PROBABLE that some city subscribers failed to receive the July and August numbers. When so notified, we will send them as long as our supply lasts. Nearly all of our large July edition is exhausted. We published two hundred more for August, and have three or four dozen left.

THE disposition of our city teachers to indulge in suburban residences seems to be understood by Messrs. CULVER, ROOT, and IRA BROWN, who advertise property along the Lake Shore. To those wishing to buy, fine inducements are offered by these gentlemen; and those who know the property advertised, speak highly of it for beauty, health and convenience. The suburbs of Chicago are among the marvels of the city, and are fast taking high rank for the intelligence and culture of their inhabitants. How could this be otherwise when so many teachers are making them their homes?

THE CHICAGO TEACHER has removed to more comfortable quarters at No. 200 S. CLARK STREET, where our friends will please address us.

### "WEEDING OUT."

In conversation with a prominent teacher, we were informed that he succeeded in weeding out most of his dull, indifferent pupils.

We learned, on further inquiry, that this was done by a system of marking, and imperative demands which rendered it unpleasant and almost impossible for such young persons to remain in his school.

The animus of this teacher, who is a representative of a large class, is fully shown by the use of the term "weeding." A pupil with a poor memory is a "weed."

One who has little or no taste, or inclination for a particular branch, is a "weed."

Children with poor health, and those who have to labor for a living and have little time for study out of school hours are "weeds."

This plan of horticulture (or haughty culture) only contemplates the rearing of the healthy plants.

Community is taxed for the education of every child. The genius of the Republic requires that the best shall be done for each individual.

Our Christian religion carries hope and encouragement to every human soul.

The true gardener, cares for the tender plants. If those who fail to reach the highest ideal are "weeds," then indeed is this a "weedy" world.

We can imagine the great satisfaction which such a teacher must have when his tyranny, finding expression in sarcasm, and hourly threats to "put down" pupils, has produced the desired result.

Our impression is, that the most unseemly, useless and noxious "weeds" in our schools are such teachers.

We have too many of them in our schools.

Our homes and places of business are filled with active and intelligent boys and girls, who have by this narrow and petty management, been "weeded" out.

These young persons possess more of those characteristics that adorn our civilization, than these "weederers," who may be adepts in the knowledge of the school text books, but are narrow and bigoted in that which pertains to a generous manhood.

Boards of Education should commence to "weed" those who attempt to hold over kind, pains-taking, hard-working children this species of terrorism.

—W. W.

OUR FRIENDS who receive THE TEACHER enclosed in a wrapper announcing the expiration of their subscriptions, will please understand that we do not propose to send THE TEACHER unless it is paid for. Many who have been receiving THE TEACHER have ample opportunity of increasing its circulation; and as we ask no one to work for us without pay, we offer an extra copy for one year to any one sending us three names and \$5.00, or four names and \$6.00; this offer to be good until January 1st, 1875.

NOTWITHSTANDING the addition of two pages of reading matter, we are obliged to postpone the articles of Messrs. LEWIS and BAKER, announced for this number. They will appear in our next. The lecture of the REV. M. J. SAVAGE, though comparatively lengthy, will amply repay perusal.

## CONTRIBUTIONS.

## EXAMINATIONS.\*

*Read before the Illinois Society of School Principals. Galesburg, July 8th, 1874.*

*How should written examinations be conducted?*

The preparation of the questions is a work of no little difficulty and magnitude. It calls into exercise the knowledge and sagacity of the examiner perhaps more thoroughly than any other duty. The problem is how to test the proficiency of pupils by a limited number of questions on each important subject of study. There is no opportunity here, such as the oral examination gives, to lead the pupil on by supplementary questions; to probe, by skillful cross-questioning, the accuracy of the thought which well-remembered phrase may seem to convey, or to correct misapprehension by re-statement. The pupil must face the question as presented and the examiner must judge from the recorded answer. To solve this problem successfully, the examiner must have a comprehensive knowledge of the subject, must make his questions as exhaustive as possible within the limits of the grade, and must use language capable of but one construction. Justice to pupils demands legitimate material and perspicuous statement. The demand can be met only by deliberate effort. Reckless haste in the execution of this important duty is wholly inexcusable, for the consequences are far-reaching and disastrous. If questions are trivial or of narrow application, they fail to exhibit the full value of work possibly well done by both teacher and pupil, and tend to lower the standard. If ambiguous, or foreign in matter, they are unjust, in that they signify fail to show whether the study and instruction have been of the proper extent and character. To be more specific, I remark that:

1. The questions should be prepared by the superintendent or supervising principal who is, or ought to be, most competent to decide whether or not the allotted work has been done with due diligence and skill. The teacher is stimulated and encouraged by having his work submitted to outside standards. No system of gradation could be maintained at its best, without the centralizing influence of a leading mind, exerted through this channel.

2. They should be of sufficient number to touch all the most salient points. If too few, the test is partial and failure on a single question subjects the pupil to a heavy discount. I have known an examiner to satisfy his curiosity by five simple questions on one leading topic, and his judgment by twenty solid ones on another, and yet give equal weight to each topic in fixing the average. It is possible that five questions in some studies will tell the story as well as twenty in others, but the five cannot comprehend in their requirements the time and labor involved in preparation to face the twenty, and hence ought not to share equally in fixing the average.

If too many, the pupil is needlessly wearied in writing and the examiner in inspecting the answers. Either a sufficient number should be given to afford a thorough canvass, say 8 to 15, all to be answered, or a greater num-

ber, say 15 to 20, any 10 to be selected by the pupil. Of course it is unimportant whether the many points be embraced in subdivisions of a few questions, or each point of itself to constitute a question, provided the credits are justly distributed. The real point is to eliminate the element of chance as far as possible, and to give full and fair credit for just what is presented.

3. They should be comprehensive in their demands, yet within both the letter and the spirit of the grade. A list that applies only to a part of the important work required would obviously furnish but a partial test, and would lead the teacher to narrow the range of her future instruction. If it embrace matter foreign to the letter of the grade, or if, while strictly within the letter, it predicate a breadth of thought and maturity of judgment which cannot be expected consistently, when the average age of the class is considered, then a manifest injustice is done to the class and the teacher. The more faithful the pupil has been, the more intensely will he feel that his industry has yielded poor returns, the more liable will he be to lose confidence in the teacher who has failed to guide him through all the devious paths he ought to have traveled; the stronger will be his conviction that he has suffered a grievous wrong.

The more faithful the teacher has been, the greater will be her discouragement and just indignation. She will argue that a graded course is a useless mockery, if its directions are to be her guide in the instruction of her class, but not the examiner's guide in testing the success of that instruction. She sees before her the delightful task of trying not only to teach what it prescribed in the handbook, but also to anticipate all the possible lines of departure which the eccentricity of the examiner may chance to take. The consequence is the addition of morbid anxiety and apprehension to burdens already too heavy to be easily borne. Then again, these departures from the letter and spirit of the "course of instruction" defeat one of its most important objects—that of securing general uniformity of work, so that the child who is transferred from one school to another on account of change of residence or of district boundaries can continue his studies in the same grade, without loss by the change. Such departures may result from negligence, or from ambitious desire to attain reputation for superior scholarship. Careful comparison will show, I think, that those who confine themselves to the letter and spirit of the grade, while they cover all the ground within the prescribed limits, attain the best results. Teachers and pupils work with a confidence that the test will be applied when the work is done, and so work with cheerful zeal.

4. They should be free from ambiguous or obscure statement. An ambiguous question is sure to be taken by some one in a sense most remote from the examiner's mind when he made it. It seems as if some children were created for the special purpose of showing into what ridiculous shapes sensible thought may be distorted when it is clothed in careless diction. Obscure questions involve the mind in doubt and consume strength in wondering what they mean more than in meeting their requirements.

A short time since, I gave this question—a borrowed one: "Name the second state in size, counting from the largest." The class were puzzled to tell whether they ought to name the second or the third state of the list arranged in order of size, beginning with the largest. In

\* Concluded from page 121.



the recent examination for admission to our High School, this question occurred: "Which of your studies please you most, and what is the ground of your choice?" Many of the answers were very amusing, not the least so being this: "*I like the grammar best, but have not selected my ground yet.*"

Defects of this kind may sometimes escape notice, even with the closest scrutiny. When, however, a question is answered according to a meaning which possibly can be attached to the language, due credit should be given.

It requires patient study to make explicit, searching, questions. There is all the difference here that there is between the skilled mechanic and the bungling apprentice; between well directed, productive effort and fussy uncertainty. The examiner can save himself much unnecessary labor by planning to draw out short, pithy answers, which often contain more truth than longer ones show when reduced to their lowest terms.

5. They should be arranged with some reference to their relative difficulty. Some of the easier should be placed first in the list, so that the pupil may gather courage for greater exertion when he gets into deeper water.

6. The successive sets of questions for the same grade should present considerable variety, in order to prevent them from exerting contracting influence upon subsequent teaching.

#### *What system of credits should be used?*

This topic embraces two points: the scaling of the *several questions in each study*, and the ranking of the *several studies*.

In regard to the first, we know that the usual practice is to assign equal credits. This fails to give a just basis of comparing pupil with pupil or class with class, unless the questions are of equal value. It requires but a short experience for weak pupils to become shrewd enough to select the simpler questions for their chief effort, and make their failures on the more difficult, because they know the greater the number of questions answered, the greater the per cent. No one can blame them for it. We all try to make our little appear great.

In some studies it is easy to prepare questions of uniform value as tests; in others it cannot be done without laborious comparison and adjustment. The labor is lighter if each question is confined to a single point than if it embrace two or more subdivisions. But when one succeeds in grinding out a set of interrogatives each of which will kick the beam at the same notch, the product is of too rigid cast. Moreover a pupil will hardly attack such a set with the same pluck that he would use in one that required both light and heavy work, the lighter being presented first.

It seems a wiser course to prepare questions, some long and some short, some simple and some comprehensive, calculated as a whole to make demands on both memory and reason in due proportion; then to select a unit and by careful inspection assign to each question the number of credits required by its importance. A single fact called for, or a statement of facts requiring comparison, may be taken as the unit, which, applied to the remainder of the list, will indicate a just distribution. This plan gives each pupil neither more nor less than he deserves.

It is of very little consequence what the credits may aggregate, because the total can be converted readily into any desired scale. Of course a total of 25, 50, or 100, is

more convenient than one of 39 or 77; but this should have no weight as against the demands of practice and truth. What if it does require a little figuring! We are supposed to be adepts in that business. If the credits of a list aggregate 60 and the subject is entitled to 150 in determining the general average, five halves of the sum obtained by a pupil will give his per cent. in that study. Further illustration is unnecessary.

Possibly this plan may be too intricate to appeal to the intelligence of younger pupils and therefore might lessen the benefits that result from judicious marking, whether in recitation or examination. There is, however, less occasion for questions of irregular value in the examination of low grades.

It has been objected that the labor of marking answers, on this plan, is greater. I cannot see that it is any more difficult to mark a perfect answer 4, 7, or 9, than to mark it 10; or to mark an imperfect answer a fraction of 4, 7, or 9, than to mark it a fraction of 10. Again it is objected that the marking will be more arbitrary. It is hard to conceive if one question really furnishes five-hundredths of a test and another seven-hundredths, that it is more arbitrary to mark them respectively 5 and 7 than to mark each 10. By the former marking, both together receive 12 credits, their combined test value; by the latter 20, or one and two-thirds times their true value.

It is also claimed that nothing is gained by a varying scale because pupils usually answer the easier questions first, and the number of questions correctly answered gives a just rank. This is very like claiming that a laborer who was employed to dig a trench of varying depth and who threw up the job after digging the shallowest part, should receive pay in proportion to the *linear* work done.

If the real object of an examination is to determine just how much a pupil knows, and from that, just what is best to be done with and for him, the method that is used should cut off everything of an adventitious character and rest upon the basis of actual merit.

In regard to the second point, how the several studies should rank, uniformity seems quite as objectionable as in the matter of questions.

We attach a preponderating importance to certain studies and give more time to instruction in those studies. Does not this fact show that it is inconsistent to rank all studies alike? The same study may be of greater comparative value at one stage of school life than at another. Reading for instance, absorbs a large part of the beginner's effort, but gradually requires less as he advances, and finally becomes a mere rhetorical exercise: hence it is entitled to its greatest weight in the lowest grades. In the case of Arithmetic the facts are reversed.

The unfortunate consequences of this uniformity become more striking in advanced work.

The lighter studies, which are no satisfactory test of mental development, tide the weaker pupils over their low averages in those weightier studies which determine in a far greater degree the question of their fitness to advance. This accounts to some extent, probably, for the fact that the higher grades in Grammar schools and the lower classes in High schools contain so many who are too weak to keep pace with their fellows. Two illustrations were cited in CHICAGO TEACHER of August, 1873, by Mr. Broomell. In the first, the averages were as follows: Music, 100; Draw-

ing, 95; Penmanship, 95; Spelling, 90; Reading, 95; Miscellaneous, 85; Language, 60; History, 60; Geography, 60; Theory of Arithmetic, 20; Problems, 15; general average, 70. In the second case: Music, 50; Penmanship, 70; Drawing, 65; Reading, 70; Spelling, 60; Language, 55; Miscellaneous, 50; History, 80; Geography, 80; Theory of Arithmetic, 80; Problems, 100; average, 69. The first by his marks was entitled to promotion; the other by *his* marks was not; yet every thoughtful teacher would consider the second far the stronger pupil. I see no valid objection to fixing a schedule of credits for the studies of each grade, and for the questions in each study, scaling each according to its relative importance. The quotient of the aggregate credits obtained divided by the aggregate of the schedule, shows the per cent. It is better to promote on a correct basis at a low per cent. than on a false one at a high per cent.

*By whom should the answers be scaled?*

The proper grading of pupils is by no means the only result of a good examination. Good questions and close marking exert a strong influence in shaping subsequent instruction. If the instruction has been narrow and inaccurate, the defects will appear in the marking of the results. The marking should be done by the examiner; he is properly assumed to be a capable and just judge. Furthermore, teachers are sensitive, and justly so, about having their success determined by a fellow sub-ordinate who from ignorance or prejudice might deprive them of the full measure of their desert. More than that; it is one of the examiner's choicest opportunities for discovering sources of weakness, and hence, where supervision is most needed, and how to apply it.

True, in very large schools it may be impossible for the examiner to perform all this task; yet he should do a large part of it. He should never entrust the entire examination of any class to an assistant, however careful he or she may be, because his influence cannot often be exerted directly upon each teacher, through this channel. When necessary to use assistance, it were wise himself to mark a part of each subject.

*Should the time be limited?*

The inculcation of correct ideals and the encouragement of right habits is no unimportant part of the province of school labor. The value of producing power is measured, first, by the quality of its product; second, by the quantity produced in a given time. Hence it is eminently proper and a duty to make time an element in determining proficiency in scholarship. Limiting the time gives a severe but wholesome lesson to those who are prone to be slack in application, or to fritter away time in idle vagaries; it compels the verbose chap to boil down his sap to a sirupy consistence, because he knows he will not be heard for his much speaking.

There is danger, however, of overcrowding the time. No greater injustice could be done or more deeply felt, than that of judging a faithful pupil by a record which was incomplete only because the time really needed was not allowed. I have known a set of problems given to betolved by pupils in the limits of one hour, which the examiner himself could not write out as he wished them written, in the specified time. If he had made an estimate beforehand, by writing the solutions himself, making allowance

for his being conversant with the questions and adding a liberal margin for difference in maturity, his judgment would have been wiser.

*Per cent.*

The maximum required for promotion should leave a margin sufficient to allow for a certain amount of mental and physical disturbance and for those natural shortcomings of memory and reason which make only comparative perfection profitable to attempt or possible to attain.

Experience has shown that the standard should be from 70 to 75 in the upper grades, and from 80 to 85 in the lower. Standards, if higher than these, exclude pupils who would get more benefit if promoted; if lower, admit those who as yet cannot pursue successfully more advanced studies. A special maximum for each study seems unwise, because it ignores peculiarities of mental constitution which make it very easy to succeed in some studies, very difficult in others. A minimum however is needed to prevent pupils from being wilfully negligent or from indulging their predilections too far, and to secure to each study a just proportion of instruction. I notice two wrongs sometimes inflicted on children: the first, keeping them too many hours at a time under the severe nervous tension and mental effort incident to examinations; the second, prolonging the examination even into weeks, by making too great intervals between the successive exercises. Both prevent pupils from doing themselves full justice, both injure them physically. The second wastes valuable time because there is too much excitement for close application after the examination is commenced. I have known classes of little children kept under this torture for four weeks and heard parents complain that the children could neither eat nor sleep, and teachers lament because the intervals were a dead loss. The examiner meanwhile was stupidly unconscious of his complicity in this "murder of the innocents."

As superintendents and principals, we need to war constantly against teaching and studying solely for examinations. It is pitiful to see teachers worrying about promotions and averages, and children craving for high marks, if the things that make for noble living are forgotten.

Let us not then make examinations the sole measure of the teacher's merit. They may show faithful instruction in the prescribed branches; but to show what noble souls have done in the interests of God and humanity to raise up the fallen, to strengthen the feeble knees, to reclaim the wayward, to build up, by example and precept, an inflexible regard for truth, justice, purity, patriotism:—to show these things, "statistics are dumb, and examinations are of no avail."

— F. Hanford.

## THE RELATIONS OF THE PULPIT TO POPULAR EDUCATION.

*Read before the Principals' Association at Galesburg, Ill.*

In discussing any great question, it is of much practical importance that we should know what we are talking about. Axiomatic as the statement is, and even ludicrous in its simplicity, yet learned men and societies of scholars are by no means consistent observers of it. The Scotchman's definition of metaphysics is hardly an exaggeration of what is frequently the state of affairs. "Metaphysics,"



said he, "is where twa men are talkin' thigither: an' ane o' them doosna ken what he is talkin' about, an' the ither doosna understan' 'im." Half the conflicts of the ages would have had the bitterness taken out of them by a candid and liberal use of the Dictionary. Disputants have set up opponents of their own construction, and then have fallen to the attack with the most consoling assurance of victory. For, having a Creator's knowledge of their own workmanship, they have found destruction as easy as construction. But the enemy has all the while been securely entrenched within fortifications, the battlements of which have not been scratched by a shot.

It is amusing to watch the current illustrations of this truth. The critics of Herbert Spencer, for example, betray a most childlike unconsciousness, in the partizan newspapers, of what it is that he really believes and teaches. You would say that they have carefully abstained from reading him for fear of being prejudiced.

During the last winter the matter of Compulsory Education has been prominently before the people of this State. And the papers and periodicals have been full of hot controversy over the relations of education to public morals, to prevention of crimes, and the general civilization of the people; and yet, so far as publications on this subject have fallen under my eye, no one has thought of simplifying the problem by defining what he meant by education, and so setting forth what it was that was to elevate morals, prevent crime, and bring in the millennium. It seemed to be taken for granted that the three months of proposed instruction in "reading, writing, English grammar, geography and arithmetic" constituted education. And so it naturally followed that the two sides were frequently thinking and talking about entirely different things. The statistics that proved one position did not necessarily disprove another. Bombshells were exploded in the air; and the only castles demolished were "Castles in Spain."

One man will contend that education can be gained only from books. Another would throw text-books to the winds, and seek contact with the real facts of nature and life. Still another demands a regular course at some College or University. A fourth denounces the College as a sort of retiring-asylum for old fogies. If now, it consist in book-instruction, then what books? Who will select, and set limits? If only nature and life can educate, then what departments of nature, and what kind of life? If the College is essential, then what kind of curriculum, philosophic, classic, or scientific; or shall it be all of them? If no College at all, then what shall take its place?

The raising of these questions reveals the fact that when two persons are talking or writing about education, it does not necessarily follow that they are referring to the same thing at all. And so a line of argument, or the drawing of certain inferences, may be valid with one definition that, at the same time, should have no sort of relevancy to another.

Let us then settle in our minds what education shall mean with us to-night. It is very common in this matter to confound the means with the end. Because a school gives opportunity, it is common to regard a man as educated, not because he is, but because he has been to school, and because education is generally accompanied by a knowledge of certain facts, it is often the case that this knowledge of facts is mistaken for education. But because

a man has been to school a certain length of time does not settle it that he is educated any more than it follows that one of Vinnie Ream's statues is equal to one of Michael Angelo's, because the sculptor's tools have worked over it as long. The quality of the material and the brains of the worker have a little something to do with it. And because a man has certain facts in his head, it does not follow that he must be educated any more than a box of books is educated because it contains a large number of well-regulated facts. One may be quite as wooden as the other.

I think no one will deny that there are bookish block-heads, and philosophic blockheads, and scientific block-heads, and college-bred blockheads, just as well as block-heads illiterate and untaught. There is an old proverb to the effect, that though any man may lead a horse to the water, two men may not be able to make him drink. No amount of training, nor any brilliancy of gilt ornament on his harness, will be able to change the nature of the ass, and make of him a thoroughbred. A pretentious English lawyer once said to a country witness, "How dare you address me in such fashion? I'd have you know, sir, that I am a graduate of two universities." The countryman replied, "I have at home a calf that drank the milk of two cows, and my observation was, that the more he drank the bigger calf he grew." So, sending a man to school, or putting him through any course of study whatever, may not affect for the better any of his habits, passions, instincts, or tastes; and it certainly cannot repair the neglect of nature, if she forgot to furnish him with brains.

I know of no better way of defining true education than by setting forth the root-meaning of the word. It carries the whole thing in itself. To lead, or draw out, to develop, this is to educate. It regards the child, or the man, as a bundle, or congeries, of faculties in germ, that are to be drawn out, or developed into fitness for their appropriate activities. The feet are properly educated when they are trained for the highest efficiency in their appropriate work. The hands, eyes, and ears the same, and then, after the body, there are the moral faculties; all the native affections, passions, instincts and desires must be included. Then there is the brain, or what we mean when we speak of the intellect, and above all, of very chiefest importance, comes the will, the bond of individuality, and the pilot, into open seas, or into rocks, of the whole man.

Any true and complete education includes all these things, at the very least. The cultivation of any one cannot, in any proper use of language, be said to constitute education. One may be morally and socially educated, be conversant with the principles of manhood and citizenship, and still be ignorant of the very first principles of grammar. A man may be polished and cultured in literature, politics, and society etiquette, and yet be a Byron, a Chesterfield, or a Macchiavelli, using them all to make of himself a more cultivated and graceful villain. A young lady may play the piano with a matchless grace and speak French with a faultless accent, and be able to pour exquisite ridicule upon her mother's old-fashioned ways, and to smile most gracefully on her country acquaintances, and still be only a finical sham in place of an educated woman. College graduates have been known to be members of not altogether benevolent rings; the chief use of their culture being to help the adroitness of their thefts, and to enable them to define old-fashioned stealing into new-fashioned

defaulting. Tom Murphy and Ben Butler can read and write and cipher; but somehow their study has not educated them into model statesmen.

All this is not against intellectual culture: it is only to impress upon your attention the fact that the intellect is only a part of man; and that its being trained to any extent may fall short of educating the man, not only, but even of finding out any true manhood to educate.

Any true and complete education then, must include body, mind, heart and spirit—the man in all his parts, and in all his relations—and so long as we mean anything less than that in our discussions or our endeavors, we shall be aiming at something the attainment of which will be no more than half a success, even if it does not prove a whole failure.

The old theology and the old science held such a conception of body and mind, and their relations to each other, as made them mutually antagonistic. The body was a prison-house in which the soul was confined. The glory was seen by glimpses through the chinks and crevices, and was to be entered on in full when the walls gave way, and the shut-in soul escaped and found its wings. On this theory "bodily exercise profited little," or was even a hindrance. The more the body could be crushed the better for the hidden life. Wear it away till it was very thin and the in-shining glory would be the more. But now, with a little more of ignorance and of modesty of assertion, we have come into a larger knowledge. What body is in itself, or what mind is in itself, none but fools now know. We only know certain phenomena from which we infer body and mind as causes. But this we do know, that whatever they may be, their mutual relations are such, that in this world, neither of them is worth anything alone. And so true is this, that the condition of the one is dependent on the condition of the other. A sound mind in a sound body, is the law. However royal may be the intellect, unless the body be an equal mate, it can only partially display its glory or exert its power. The gospel of Grahamism and starvation has gone by. Generous, but temperate feeding, and healthful exercise, must make the body fit co-partner of the soul. A true education must make the most possible of the body, and any scheme is advanced failure that leaves it out.

I need not enlarge on the culture of the intellect, in the presence of a body like this. Not absolutely, but relatively, it receives too much attention already. I shall therefore, with this brief mention, pass it by for the present.

The faculties and life that are included under the general term, heart, must also come in for their proper culture if the man is to be completely educated. The knowledge of truth and right is utterly vain, so far as the production of the true civilization is concerned, unless the love of truth and right be the controlling force of the character. Here is a work, then, beyond the scope of the ordinary school, as at present conceived and conducted. Both the head and the heart are outside of what is popularly thought to be included in the work of education.

And then, once more, there is all the higher and grander side of manhood that we call the soul, or spirit, which school methods only touch incidentally, or not at all. Starting with the premises of the Romanist, that the Catholic is the only true religion, there is no rational way of avoiding his conclusion that the church ought to have absolute control of the whole matter of education. For if

there is some one who may infallibly voice the Creator, his word must certainly be the supreme wisdom in this, as in all other affairs. The religious faculty is simply the *right* faculty, that faculty by which we discern the right in our relations both to God and men. And by its very nature it asserts an unimpeachable claim to rule. It only needs that it shall make good its pretension to an infallible utterance, and no one may dispute its authority.

But Protestantism can never maintain such a pretension, because its very first principle is a denial of the infallibility on which it must rest. It is, therefore, but a lame and impotent substitute for the magnificence of the Romish claims that the Protestant brings forward when he battles for the reading of the Bible in the schools. As though, in its ordinary use, it could put in even a respectable plea to stand for the culture and education of the religious side of man.

When the doctrine of infallibility is surrendered, then the last excuse for one man's forcing his opinions or methods on another is taken away. It is bad enough when one knows he is right. But when he grants—as every Protestant logically does—that he may be wrong and his opponent right, then the attempt at coercion is not only tyrannous, it is preposterous as well. And beside, the basal principle of our Republic condemns it. The matter goes by majorities. And if the time should ever come when the Chinese could outvote the Saxon, he would have precisely the same right to compel our use of Buddha or Confucius.

But, as intimated a moment ago, to fight for the common method of using the Bible in the schools—as though, in any sense, it could be called moral and religious education—is almost ludicrous. It is hardly worth fighting for. We want more than that to give us a worthy cause for battle. And yet the instinct that grasps and clings to this is a right instinct. It is only an inadequate way of saying—what is supremely and grandly true—that no education is complete that leaves out the moral and religious side of man.

Now then, I have led you to the point where I hope to make apparent the "relations of the pulpit to popular education." I have purposely chosen a method of treating my subject which I presume was hardly looked for by those who assigned it to me. But I trust that making it broader and more inclusive will not defeat the object they had in view.

The body may be educated by food, hygiene and the gymnasium, or what shall give it all proper exercise and use. The mind may be educated by the schools, or anything that shall adequately take their place, and do their work. While the pulpit shall find its place as the educator of the moral and religious faculties of man. What, and how large is the place of the pulpit in the work of educating, depends entirely upon the nature of the moral and religious factors of manhood, and the position that is assigned them.

The claim I shall make for the pulpit is a large one,—no less than this: it must educate the moral and religious side of man; so, by necessary consequence, it must give shape to, and control all, of human nature and human life. I trust to justify this claim as I proceed.

As we are using the word to-night, I take it that the pulpit stands simply for the organized expression, the material

utterance of the human conscience and the law of God. For this I claim a permanence as lasting as the duration of humanity. By this I do not mean that the pulpit, simply as a standing place for a preacher, shall always occupy its present prominence. Whether it shall or not, troubles me not at all. God, who has found ways of making himself heard in the past, will not want for voices to speak for him in the future. And, as humanity progresses, these voices shall not be farther apart, nor less distinct, but ever clearer and nearer. The running brooks shall be found to be books of God, sermons shall be read in stones. So it does not alarm me, nor touch the solid basis of my claim, to trace through history the decline of churchly and episcopal power, until only the simple office of preacher and pastor remains. Nor does it trouble me any more to see these apparently invaded by book, and magazine, and newspaper, and the lecture platform. Do Plato and Aristotle live any the less because the original form of the lyceum and the academy have passed away? Rather, by going away, have they not come again in the exposition and scholarship of the world? The more books and papers and reviews that catch up and echo on the pulpits' utterances of the conscience of man and the voice of God, the more is its sphere enlarged and its work made glorious. To talk about its being annihilated by being reinforced by ever-increasing human agencies, is as wise as to fear that the sun will be rendered superfluous because every sea, and river, and mountain, and tree, and all objects on which he shines, down to grass-blades and bits of broken glass, catch up and scatter wide the reflection of his beams. Whatever embodies and gives force to the moral and the religious stands for the idea and the work which the pulpit embodies,—is the pulpit metamorphosed into another form.

Neither, again, do the past mistakes of the pulpit militate against the position I have taken. So far am I from defending the relations of the pulpit to popular education in the past, that I am almost ready to say that, if it were never to be any better, I should be inclined to advocate the abolition of the pulpit altogether. Assuming an infallibility it never possessed, it has put its ignorance, and prejudice, and superstition in the place of divine knowledge, so has set itself against all fresh light and every new advance. So sadly true is this, that the two bright pots in the intellectual culture of the past are Pagan and Mohammedan. The Athenians and the Moors stand out in such lustrous distinction, as contrasted with the ignorant fanaticism of the early church, that I do not wonder that the superficial student should conclude that Christianity is opposed to culture. And when, in our own day, leading pulpits and newspapers meet the modern spirit of investigation with howls of prejudice, instead of with logic and facts, it is not so very strange that the notion of the incompatibility between Christianity and culture should obtain a new lease of life. And yet I am persuaded that no such incompatibility exists. And I am further persuaded that the pulpit's claim to supremacy will not be materially shaken by these fearful mistakes. The pulpit stands for morality and religion, and because the notions of these have been crude and fanatical no more militates against the pulpit's claim to supreme power, than does the exploded fallacy of the Ptolemaic theory of the heavens militate against the science of astronomy. Whatever theories go, the facts remain.

Now, then, we will come to a direct statement of the work of the pulpit as an educator.

And, first, it, and it alone, is able to give the *distinctively human, or manly* education.

Intellectual culture alone has never been able to reach that which is highest in manhood. The culture, and finish and grace of Corinth was the glory and boast of Greece. But, being no more than these, they were not able to make the gay city, or its type of civilization, anything more than beautifully and artistically animal. And even these arts and graces, having no solid basis of manhood on which to stand, sank at last into the miry slough that swallowed up the degradations that had become too heavy to be borne.

The salons of Paris were temples of refinement and culture. But the intellectual and social graces were only the bright leafage and fragrant flowering of wreathed and drooping vines that ornamented a social fabric crumbling to decay. Within was festering, and beneath was vileness.

Chesterfield did not lack culture. But having nothing higher, this itself became degraded to most selfish and contemptible uses.

The typical Hercules was not a man in the highest significance of the word. He was only the highest idealization of the brute. Cultivate him to the utmost, as Hercules, and you do not rise out of the physical. And when you add to his the art of Apollo and the craft of Mercury, you have not found the manhood yet. It may be only the ancient type of what is now the successful Wall street operator.

It is only when you rise from his basement in the dust, and, climbing one story after another, reach the upper rooms of his being, where the airs of heaven are felt, and the windows look out Godward—it is only then, I say, that you arrive at what makes him *distinctively a man*. There is nothing else in his nature that takes him out of the range of animality. Leave this one side and we find him differenced from the forms of life below him only in degree, and not in kind. He has no faculties that make him more than animal: he is only an animal of higher and finer development. The animal world shares with him all his capacities; only he is more. Before man, then, can rise in the dignity and grandeur of his being out of the animal sphere, he must be seen to possess something that shall distinguish him in kind, set him in a whole new world of relationships.

The only thing that does this is conscience, the faculty of religion and God. So far, then, from its being a question—as some have maintained,—as to whether this is a necessary and permanent part of humanity, it is seen to be the essential and distinguishing part. And if man is to assume and maintain his true place in nature, he must develop and cultivate the religious side of his being. For man is man, not by virtue of what he possesses in common with the animal world, but because of what he is of more and higher than they.

Since, therefore, the moral and religious side of man is *par excellence*, his manly part, the province of the pulpit appears to be, in some special sense, that of the *human educator*. For this high work the pulpit stands, so far in the world's history, for the only institution that makes this its distinctive and peculiar aim. And until something shall appear that shall be the pulpit, in a wider and



grander sense, the pulpit itself shall remain as the highest upreaching of humanity toward the best it can conceive.

And, in the next place, as this religious faculty has been, ought to, and must be the dominating factor of humanity, so it is true that the pulpit, in educating this, does in reality educate the whole man. For bad or good then, the pulpit in a very real sense, must make the world. That it has done it in the past is the standing complaint of many. But it has done it of necessity, and the same necessity will compel it to do it still. If our pulpit is overthrown, it can only be by another pulpit. For the old conception of right can only be displaced by a deeper, larger and stronger one. And the pulpit, in every age, is only the organized exponent of this prevailing conception. And this it is that shapes all things. Thus that force which the pulpit represents has made the past, and it must make the future.

It has dominated the intellectual culture of the world. And, as it has generally assumed to speak by authority of God in the plenitude of a divine wisdom, it has naturally played the part of King Canute. Standing face to face with the advancing waves of truth, and assuming that truth ought not to advance any farther, it has lifted up its voice in an ever-forbidding "Veto." It has failed, time after time, to recognize the coming of a prophet, except just in time to build his sepulchre with hands hardly washed from his blood.

Even when Christ brought the newer and fuller truth, all the old forms and institutions of what was once divine met him with contorted countenances of malice, and with voices keyed to the one vengeful tone of hate, "Crucify him!"

Later came the terrible heresies that the world moved, that it was round, that it was not the center of the universe. Here were common sense, and reason, and scripture all most flagrantly violated, to be sure. The damnable doctrines were not to be endured. They overthrew all the received notions of things. Did not the Bible say that all the nations of men dwell "on the face of the earth?" Did it any where hint of their living, or being able to live, on the back side? And then, if any ever had been there, would they not have inevitably fallen off? And as for the earth's moving, was it not perfectly apparent that it stood still, and that sun, moon, star rose and set, and circled about it in the sky? And what was argument enough for any, save heretics and infidels, did not the Bible plainly say that these things were so?

These words sound strange and puerile enough to-day: but they were the real arguments of the former time. And, before wasting our last smile of amused ridicule, and pouring out our vial of contempt on them, let us consider as to whether it be not better for us to treasure them up for posterity to use against ourselves. For could any of us take a Rip Van Winkle nap of a century or two, we should doubtless find the generation ahead on a broad grin of merriment over the bigoted stupidity of some of our nineteenth century civilization. Galileo's "It does move for all that," may find its duplicate in some new-born utterance of truth that we are now making a fool's football out of.

I refer to these as specimens. Not all the bigotry and intellectual tyranny of the world has been confined to religion. It has appeared in politics, society, science and

art. But, nearly always, it has grown out of religion, even when it has appeared in these. And this naturally and necessarily, because religion has always considered its own questions of right and wrong as paramount, and therefore, the true doctrine in all things is to be preserved at all hazards.

Thus the religion of the world has dominated, shaped, developed or dwarfed the world's intellect. And, by reason of the misconceptions and ignorance of the past, it has generally dwarfed or perverted it. The burning of libraries, the breaking up of schools, the martyring of teachers, the destruction of philosophies, the warring against science,—these are common features in the history of the world's religions. They are by no means confined to Christianity; they belong to the domination of the religious force. Everywhere, and in all time, it is practically true that this power has determined what should be studied, and how; it has commanded the acceptance of certain views of God not only, but of certain conceptions of the universe. It has said whether the world and the sky should be thought of in one way or another; astronomy, and geography, and chemistry, and geology, have all been shaped by its fingers. It has dictated our theories of humanity, of its origin, growth, history and destiny.

And then, stepping out of the intellectual into the moral sphere, it has asserted its mastery here. Social relations and customs, and castes; the position of woman, whether slave, or toy, or equal; gradations of race; customs concerning dress; all things social, whether great or small, have waited on its approval or condemnation.

Even what should be thought about and done with the body it has assumed to control. Whether it should be thought vile or divine. Whether it should swing on flesh-hooks, be degraded in the filth of the fakir, starved in the desert, shrivelled on a pillar, mortified in all its instincts and desires, or whether it be pampered and worshipped, or whether again it should be rationally treated and used,—all these it has determined according to the prevailing conception of what was right.

And while these facts are often taken as proving the littleness and degradation and depravity of man, to me they seem rather to speak another language. That all races and ages should so persistently and universally hold themselves subject to the prevailing conception of right, and to it should sacrifice mind and body and all that makes life dear, shows the race capable of the sublimest consecration to right. Their acts have been grand; only their conceptions distorted. Religion has not had too much power. It still has as much, and always must have. The human race as a whole, will always be dominated by the prevalent notion of right; and it always ought to be. Right and ought are necessary and inseparable companions. Only there should be a care that this thought of right should represent it truly.

The pulpit then, or that which has stood for it among the differing races and civilizations of men, has borne this relation to the education of the race. It has been specially the educator of the moral and religious faculty, or side of man. And then, by virtue of this, as the supreme arbiter of right, it has reached out and drawn its sceptre over all the parts and faculties of humanity. It has held imperial sway. It has made the world.

And whatever may be the differing phases of the future

civilization the same general fact must be true. What the world thinks right—that is, the command of the religious sense, to which the pulpit gives special utterance—this it will always do. The right in religion, the right in morals, the right in government, the right in society, the right in education of mind and heart and body,—this is the power that to-day is felt as the mightiest force in civilization. It may think itself organized as a secular force against religion; but in reality, it is only a higher vision of religion superceding a lower. Whatever label it bear, the thing is unchanged.

Whether it will or not then, the world's education, as a whole, is in the hands of the pulpit. And since this is so, it is of the chiefest importance to educators that the pulpit be what it ought. What is thought right will rule. But what assurance have we that what is thought right will really be right? For what kind of pulpit then shall we cast our influence?

First, it must be absolutely free. Freedom is not an end in itself, as many seem to assume, that is to be fought for at all hazards. Truth is the one thing on which men can live and grow. Human food is "every word that proceedeth out of the mouth of God." But the field in which truth is hidden is the world. And a free search and discovery over the world would seem to be not only natural, but necessary, since no one can be sure that as yet, every truth is found. The ocean rings the globe; and since no voyager is certain that every continent that contains God's workmanship is explored,—since some undiscovered island may hold some divine footsteps or finger-print not yet studied and explained, it would seem that not only curiosity, but duty, should spread the sail and stand by the wheel until every land had given up its priceless secret. Who shall dare to build a fence, or draw a circle, within which to hold the pulpit and its utterance of religious truth, when perchance the one grand truth for which the age and the civilization are hungering, as the answer of its great need, may be located just outside its limits? Truth, all truth is wanted. And as God is truth, and as God is everywhere, so truth must be everywhere. He who draws a circle smaller than infinity, less inclusive than the universe, must of necessity leave something of God outside. And he need not wonder if men go outside in search of Him, even at the risk of having epithets of opprobrium flung after them. If any one can prove that religion or Christianity is smaller than God, than all of truth, then so much the worse for the religion or the Christianity. They are made partial and fragmentary. And the word of doom is written over their gateway,—“When that which is perfect is come, then that which is in part shall be done away.”

Why not free? Is God jealous of thought and study? Is he angry at intellectual mistakes? I believe that he who is honestly and fearlessly searching for truth is safe, however far he may temporarily go astray. While he who timidly shuts his eyes whenever an unaccustomed light strikes them, or who always refuses to move, for fear he may get into a false way, is destroying his own capacity for discovery and growth, is disgracing truth by narrowing its range, is dishonoring and distrusting God by making him small, and petty, and jealous, and is injuring the world by refusing to its hunger the truth on which only it can live and grow.

All truth is of God. All truth then is sacred and divine.

And whether it comes from book, or life, or star, or earth, it is equally a part of the Great Bible of our Father in Heaven. Divine light is on all its pages: and divine vision in every eye: and the truth and life of God await our study. That is no inspiration from above then, that would hamper our research. Whatever God has made true is safe, not only; but nothing else is safe. The perfect world will come when the perfect truth is discovered and applied.

And next, the pulpit must not only be free, it must be, in the right use of the word, scientific. That is, it must deal with and build itself on facts. Everybody, to-day, is asking questions about everything. What the ages have taken for granted is being examined anew. That a thing has been believed is no longer regarded as a good reason why it should continue to be. It is a crucible time, when what is not gold has reason to fear. Veneration for the established is giving way to veneration for the true. As Oliver Wendell Holmes has said, men have “taken the disease of thinking in the natural way. It is an epidemic in these times, and those who are afraid of it must shut themselves up close or they will catch it.”

And, of all men in the world, the lover of truth, of God and his fellow men, should be the last one to be afraid of this thirst for facts. Haven't we lived and thought and planned and labored in castles in the air long enough? Something solid under us, the *pou sto*, is needed if we are to move the world. If a thing is true, it will bear scrutiny. If not, in God's name, let us have done with it. Gold can bear tests. Only the dealers in brass need tremble.

So far as it can get at them then, let the pulpit give the world logically arranged facts. Facts about God; facts about man, his nature, needs and destiny; facts about the world and business and pleasure, and their relations to the true life; facts about the future. If it hasn't got facts to give, let it manfully confess it, and call them hopes, fears, probabilities. Religion and theology, as well as physical science, need to get their feet on the ground. Let us come out of the fog and the mist, suspend guessing for awhile, and find out what we know. The pulpit has perverted and led the world astray because it has so persistently held to tradition and theory and dreaming.

And lastly, we need a pulpit that is fearless and consecrated. It seems to me that, hitherto, the pulpit has largely mistaken its business. It is no part of its concern to take care of God's truth. Whether wise or not in earthly contests, I believe that, in God's battles, it would be well to follow the advice of the old Scotch fencing master when his pupil asked him to teach him how to parry. Said he, “Never you mind about parrying. Let your opponent parry. *Only you thrust.*” Theologians have coddled what they supposed was divine truth, keeping it warm like a feeble chicken in a corner; when, all the time, real divine truth is a young eagle, that flaps its free wings in the storm, and from its crag shrieks its sublime defiance at the tempest.

God has not made the pulpit responsible for consequences. The old word still comes from heaven, ever near, “Speak, whether they will hear, or whether they will forbear.” It is said, “The truth is not to be spoken at all times.” But I believe that proverb is a lie. Where one hearer or speaker is inspired by the outright utterance of the full truth, a thousand are dwarfed, and made cowardly, and hypocritical by what is called prudent silence or concealment.

What this age needs more than any, than all things else, is the outright, upright and downright utterance of the simple truth. The truth about God, about man, about the Bible, about our knowledge of the future; the truth in business, the truth in politics, the truth in society, the truth in Washington and the truth at home, the truth between parents, and toward children, "the truth, the whole truth, and nothing but the truth."

Away then with the statement, It is true, but it isn't safe to say it just now, or right here, or to this audience. It is none of your business whether it is safe. No man has a right to play Jesuit. Out with the truth. If the heavens fall, and God can't hold them up, let them fall. We'll build "a new heaven and a new earth" out of the ruins. And then, perhaps, righteousness will consent to dwell in them.

This truth, in the matter of education, we need, first, middle, last. We want veracity as our atmosphere. The difference between the Arctic regions and the tropics isn't so much of soil, or topography, or productions, as it is one of atmosphere, of climate. Barrenness and death reign, because the air is one of chill depression in which nothing can grow. But under the genial sun of the south, that invites all germs to sprout, and all life to manifest itself, there is developed a variety, and fragrance, and bloom, and fruitage that make the sun-lands fit figures of the glories and felicities of Paradise. The pulpit, in its utterance about God, must reveal in our heavens a sun of righteousness, and love, and truth, that shall take the chill of fear and suspicion out of the air, and by its life-giving warmth call into vigorous and beauteous growth all plants of truth, fill the air with all sweetness of fragrance, and make all boughs heavy with the twelve manner of fruits that are the food of those who walk on the banks of "the river of life."

Thus the dominancy of religion shall become the dominancy of God. And the result of divine culture shall be the perfect education.

— Rev. M. J. Savage.

#### TECHNICAL EDUCATION.\*

Americans are known in Europe as a nation of boasters. We boast of our soil, of our climate, the extent of our territory, the length of our rivers, our free institutions, our general intelligence, of everything in which we differ from the nations of the old world. We boast of our system of education, which we fully believe and loudly proclaim to be superior to every other system on the globe.

There is doubtless reason for our self-glorification, though less reason than those of us think who are so wrapped in the contemplation of our own excellences that we have neither time or inclination to observe what others are doing. In the matter of education, for instance, we stand, in some respects, first in the world, while in others we are surpassed by France, Germany and England. This is especially true of Technical Education, in which our schools are almost totally deficient. Our schools attempt nothing, as a general rule, except what may be called a

literary education, a knowledge of letters in the most elementary sense of the word. Of practical science and practical art we teach nothing. And then we complain that so few of our pupils remain in our schools long enough to complete the Grammar school course; that so few enter the High School; so few of these graduate; while their parents complain that those who do graduate have learned nothing which is of any practical benefit to them, except reading, writing and arithmetic.

The children leave us as a matter of course. The per cent. of children in our primary grades who wish to study Latin and Greek, Astronomy and the Calculus, is very small. The per cent. of those whose necessities compel them to learn some kind of manual labor is very large. Provision is made for the few in the High and Normal schools, and justly; but no provision is made for the great mass who must early gain their own livelihood, and who are driven from our public schools to the commercial colleges to learn book-keeping, to the engravers' rooms to learn drawing, to the architects' desks to learn drafting, to the cabinet makers, to the printers, to mechanics of all kinds. The need of instruction in the practical arts of life is the great need of our schools; the absence of such instruction is the cause of much idleness, pauperism, and crime. Our Industrial Universities, Agricultural colleges, etc., are efforts to meet this want; but the number who can avail themselves of the privileges of such institutions must be ludicrously small when compared with the number of boys and girls who really need to be taught how to gain a living, and who, because they are not so taught, fall into vice. If the trite maxim, that the boy should be taught what the man will need, be true; if, as we believe, the state should educate its children, why should not public education include practical science and practical art?

The object of the book before us is "to give a general idea of what has been done for the technical education of workmen in Europe, how it has been done, what the evident results are, and what it is there urged should be farther attempted. As the testimony is foreign, it is of special value for Americans, since it shows them the character of the competition they must meet in the market of the world."

These pages might be filled with extracts showing what great success has attended the efforts of different European governments in developing the resources of their respective countries, by providing for the industrial education of the people. For example, "There have been established in the Kingdom of Wurtemberg [having a population less than that of Illinois] more than four hundred drawing schools; and this organization, which does not date back more than ten years, has already led to very decided improvements in the manufactures of the country."

There is abundant evidence in this volume, compiled, as it is, largely from official sources, that the millions of dollars which America annually sends to Europe for the purchase of manufactured goods of various sorts, might in a short time be expended at home, were but a very small fraction of this amount devoted to the establishment and maintenance of schools for instruction in the useful and ornamental arts, and were proper attention paid in our public schools to those principles which lie at the basis of all art. Mr. Stetson says in his introduction:

While so little has been done for industrial education in America, so much has been done, and is even doing, in other countries, that it must be many years, even with the

\* TECHNICAL EDUCATION: What it is, and what American Public Schools should Teach. An Essay based on an Examination of the Methods and Results of Technical Education in Europe, as shown by Official Reports. By CHARLES B. STETSON. Boston: James R. Osgood & Co. 1874.



best possible effort before American farmers, manufacturers, and artisans, as a body, can equal the skill of many of their foreign competitors. \* \* \* \* \*

The following pages will clearly show that the technical education of workmen cannot be made in the highest degree efficient, *unless it begins in the primary school*; and that instruction in art and science is not enough, but must be based on general literary culture. The American system of common schools already gives every one the general culture, to which those fundamental elements of technical education which belong alike to nearly all departments of labor can be easily added without making specialists of the pupils. After the common schools must come the special schools, even now so numerous in Europe. The following pages will also clearly show that drawing and art must occupy the most conspicuous place in the technical education of workmen. They will also show that different European governments have been, for a series of years, making earnest, systematic efforts—and perhaps nothing so engrosses their attention now—for the technical education of workmen; beginning it in primary schools, and continuing it through evening schools, Sunday schools, apprentice schools, schools of arts and trades, popular lectures and museums, with its culmination in great technical universities. To-day it is with educated, skilled labor—ever the cheapest as it is the best labor—that Europe proposes to meet the world in friendly contest for industrial supremacy. Let America take note that it is the *educated, skilled labor* of Europe, and not pauper labor, as so many believe, which she has good reason to fear, and against which she can defend herself only by educating her workmen equally well.

We regard Mr. Stetson's little volume as one of the most valuable contributions made to educational literature, full of the most pregnant suggestions. It should be in the hands of every teacher, school official, political economist, member of Congress, nay, of every one who has the interest of his country at heart.

## EDUCATIONAL INTELLIGENCE.

### ILLINOIS.

—MR. J. B. ROBERTS, for twelve years the acceptable and efficient Superintendent of the Galesburg Public Schools, has resigned to accept the offer as Principal of the High School, Indianapolis, at a salary of \$2,400. Mr. R. during his connection with the Galesburg schools, has, by his urbanity, faithful service, and accomplished abilities, made for himself a deserved reputation second to none in the State. The city of Indianapolis has good reason for congratulation in the enterprise that secured Mr. R.'s services.

—MR. M. ANDREWS, the president of the sixth annual meeting of the Illinois Society of School Principals, and for some years Superintendent of the Macomb schools, has been appointed the successor of Mr. Roberts, at a salary of \$1,800. Mr. A. is a calm, thoughtful and conscientious superintendent and we feel confident that the continued prosperity of those schools will be assured under his management.

—WE record with sadness the burning, on the 14th July, of the new Jones School building, completed about Sept. 1, 1873, at a cost of \$50,000 and occupied but one short year. By the timely and energetic action of Mr. Jas. Ward, Building and Supply Agent, assisted by some volunteer efforts, the valuable reference library recently purchased at a cost of \$700, was entirely saved, together with the piano—a second time snatched from the flames—a portrait of Wm. Jones, the founder of the library, and the records

of the school. The Board of Education, with the promptness and public spirit which characterize its legislation, at a special called meeting resolved to rebuild at once on the same site, which action was immediately ratified by the Common Council, in a vote instructing the city comptroller to borrow the necessary funds, \$35,000. We shall hope to see another Phoenix therefore about January 1, 1875.

—MR. SCHREEBE, late of Howell, Michigan, has just accepted the tendered appointment of the superintendency of the schools of Ottawa, to succeed W. Jenkins, retired. Mr. T. receives a salary of \$1,700. It was our pleasure to form his acquaintance at the State Teachers' Association, at Madison, Wis., and we recognize in him a live teacher of much promise and tact, and welcome him cordially to a field in our State.

—MR. AARON GOVE, Supt. of Schools at Normal, Ill., and one of the editors of the *Illinois Schoolmaster* has, we learn, been elected Superintendent of Schools, at Denver, Colorado, at a salary of \$2,500 per annum. We are not informed whether the appointment has been accepted. In case Mr. G. accepts, we suggest to him that the counsel of THE CHICAGO TEACHER will be found invaluable in this western resort for invalids.

—MRS. ROEMHELD, of this city, an accomplished teacher of much experience, has been appointed teacher of drawing in the public schools of Chicago, *vice* Julia H. Arms, resigned. Miss Carrie E. Powers, also a teacher of drawing in the city schools has, by selection of Supt. Pickard, been attending the Teachers' Institute of Drawing held at Boston, under the supervision of Walter Smith.

—T. W. MACFALL, Esq., Superintendent of Schools in Quincy, Illinois, reports that "corporal punishment is practically, if not totally abandoned in our schools, as a means of enforcing order and discipline"; and that "the number of suspensions does not increase, and we have no expulsions."

—THE Common Council of Joliet, by virtue of some legal chicanery, or official sleight of hand, or some peculiarity of the city charter, has cut the Gordian knot of the educational thread, by transferring the powers of the Board of Education to its own Committee on Schools.

—MR. PARKER, owing to an unpleasant muddle in which the educational fathers have been floundering for some time past, has retired from the management of the Joliet schools and accepted a similar position at Danville, Ill.

### OHIO.

—MR. JOHN HANCOCK, whose retirement from the superintendency of the Cincinnati schools, we recorded in our August issue, has been tendered, and has accepted the position of Superintendent of the Dayton schools, salary, \$3,000. While these schools are fortunate in securing the services of Mr. H. as a superintendent, the appointment is not a sufficient tribute to his worth and distinguished capability. Mr. H.'s national reputation and personal fitness, merit a more flattering consideration, and we are confident that a larger field will, ere long, seek the man.

### INDIANA.

—MR. GEO. P. BROWN, late principal of the High School, Indianapolis, succeeds Mr. A. C. Shortridge, as city superintendent of public schools.

—MRS. M. A. STONE, for some years principal of the Akron (Ohio) High School, and for the last year travelling in Europe, has been elected teacher of mathematics, in Indianapolis High School, salary, \$1,500.

## THE TEACHER'S DESK.

**GUYOT'S GRAMMAR SCHOOL GEOGRAPHY.** New York: Scribner, Armstrong & Co.

In this book the author wisely assumes the earth as the objective unit, and from a discussion of the globe as a whole, he proceeds to the presentation of its parts, and from this analysis he proceeds to a knowledge of the laws and principles which pervade and regulate the whole. The first, Mr. Guyot characterizes the perceptive method; the second the analytic, and the third, the synthetic. And this arrangement coincides with the acceptance of psychological evolution. The book is intended more especially for High and Normal school work; but on that account in the hands of a judicious teacher it is none the less adapted for use in the higher grades of our Grammar Schools. The work seems heavy, but we question whether a valuable text book on any subject can be written, that is not pretty full. The order of topics is judicious, and at the close of each section is a tabulated analysis thereof. A new feature of much interest are the profile views of the countries of the world. Other important matters are the position, relief, drainage, climate, natural advantages, etc.; all treated by the skillful hand of a master of this subject. The typographical excellence and general mechanical execution of this book are beyond praise. We commend the book to a careful perusal, feeling assured that teachers will rise from its study with enlarged views of the importance and beauty of this branch of study.

**A GRAMMAR SCHOOL HISTORY OF THE UNITED STATES.**

By John J. Anderson. New York: Clark & Maynard.

This work, intended for advanced classes in Grammar Schools and Academies, has just been revised with much care, and two articles have been added at the end of the History; one showing the territorial growth of the United States, and the other, the civil progress of the nation. The author has given some brief rules by which teachers may be governed in teaching history, which they will find of great service. A valuable feature of this work is the felicitous combination of the history and the geography of the narrative, the most profitable method in our judgment of teaching these branches. The Review questions at the end of sections furnish an admirable opportunity for topical study, which, in connection with the combination of history and geography, can not but awaken the most lively interest in the mind of the pupil, and lead him to a knowledge of the subject that will prove satisfactory and permanent. New maps have been specially prepared for this edition, and a new system of map questions introduced, by which not only the location of each place is required to be learned, but its situation with reference to other places. The insertion of full page illustrations, and portraits of prominent characters figuring in our history, will lend interest as well as secure a more reliable knowledge of historical facts and narratives.

The author and publishers deserve high praise in their efforts to supply a history that will take front rank among the books in our schools. The new edition, with its valuable additions, we most heartily commend to teachers and School Boards desiring to furnish their pupils something authoritative in this branch. It can not fail to meet with a large sale.

**OUR FIRST HUNDRED YEARS.** The Life of the Republic of the United States of America, illustrated in its Four Grand Periods: Colonization, Consolidation, Development, Achievement. By C. Edwards Lester. United States Publishing Company, 11 and 13 University Place, New York.

The book will be issued in twelve monthly parts, beginning July, 1874, of 60 or more pages each, making an elegant royal 8vo. volume of about 800 pages. Being absolutely a subscription book, it can be had only through the authorized canvassing agents of the publishers, who will deliver the parts to subscribers every month, and collect fifty cents, the subscription price of each part.

We are in receipt of part one, and readily endorse the

assertion of the publishers that they are offering to the world one of the most interesting, comprehensive and valuable books which has been written in this country. It will embrace the fruits of the literary labors of the lifetime of a thoroughly American author, whose writings on National themes are already famous.

While the work does not enter into detail, no important fact of our history fails to receive attention, and the reader is carried along by a rushing current of progress, and is fascinated by the varied and graphic treatment of all the salient points in our National history. Its scope is large, and comprehensive, yet the discussion is pertinent, concise, giving brief records of human affairs that are of most service to the mass of mankind. We trust this work may meet with a sale commensurate with its worth.

**ART EDUCATION, SCHOLASTIC AND INDUSTRIAL.** By WALTER SMITH, Art Master, London; etc., etc. With illustrations. Boston: James R. Osgood & Co.

When Walter Smith accepted the invitation to leave his English home and become State Director of Art Education in Massachusetts, he seemed to have consecrated himself wholly to his work, and to have done with his might what his hand and brain found to do, to advance the cause of art education in America. Among the results of his labors is the sumptuous volume of which we have given the title above, in which Mr. Smith has endeavored to do two things: First; to give such practical information about schools of art and art teaching as the condition of art education in this country seemed to require; second, to enunciate those general principles which lie at the basis of industrial art. In the first part of the volume he discusses Art Teaching in Public Schools, in a manner particularly valuable to our American teachers, especially to our Western teachers, to most of whom systematic instruction in Drawing, has been until lately, an untried field. He then treats of plans for the construction of buildings designed for art schools; French, English and German Methods of Industrial Art study, etc., etc., showing plainly that his knowledge is practical as well as theoretical.

One conclusion reached in most of the European states, as stated by Mr. Smith, is instructive. After having mentioned the different means adopted for the development of art, such as night schools, galleries of art, museums, etc., he says: "Upon the comparative value of these several means there may be and is much difference of opinion; but upon one point there is a general agreement, viz.: that to make national art education possible, it must commence with the children in public schools."

In the second part of the book, Mr. Smith discusses Ornamental Design in Form and Color, Surface Decoration, Relief Ornament, Modelling and Carving, Pottery, Glass, and Terra Cotta, Castings and Casts, Architectural Enrichments, and Symbolism in Art and Architecture.

Mr. Smith's style is natural, almost conversational, and remarkably free from the technicalities which one expects to find in all treatises on Art; and he writes in the manner of a man perfectly familiar with his subject.

The work is enriched with forty illustrations, seven of which are colored. The appendices contain descriptive price lists of Flat Examples, Models, Books, Casts of Figures and Ornaments, suitable for Art Schools; Lists of Reproductions from Ancient Marbles and Bronzes in the British Museum of the Louvre; Examination Papers used by English Art Examiners, and Programmes of American, English, French and German Schools of Art.

The work is one of great value, and will doubtless exert a powerful influence upon art education in America.

**THE LITERARY READER;** edited by Geo. R. Cathcart and published by Ivison, Blakeman, Taylor & Co., is a compilation of brief extracts, prose and poetry, from the most eminent British and American authors, and is intended to be used as a reading book for higher classes in public and private schools. It introduces our pupils, the mass of whom would ordinarily never have access to literature at all, to some knowledge of the most typical representative, of modern classic thought.

"The literature of a nation is its history in the subtlest form, and he who intelligently reads it apprehends the

spirit of the time, while history itself gives him only results." This book is valuable as being an agreeable introduction to some of the best literary products of the Anglo-Saxon intellect, and there is an inspiration in the perusal of these short selections that must lead to a more familiar acquaintance with the writings from which they are taken. As a text-book the pupil may not only acquire a proficiency in the art of reading, but a familiarity with some of the best thought of modern times. It will be to many of our pupils a vision of beauty and an opening bud of promise, as it is itself a library of authors.

The dictionary of authors at the close of the volume, is a most excellent feature, and will enhance the value of the book; and the biographical notes of the authors quoted, will give a pertinence to the selections. We could have wished that some of the abbreviated extracts were given in full, notably Poe's Raven.

Mr. Cathcart has kept steadily in view, his double purpose of providing a most meritorious text-book on reading, and opening up a rich mine of culture that can not fail to contribute very largely to a more elevated tone of scholarship, and a stronger love of the beautiful in English Literature. The publishers have left nothing to be desired in the mechanical execution of the book. The style of binding, the quality of paper and the clear, open type, have combined to make it beautiful and attractive.

**A MANUAL OF MEDIAEVAL AND MODERN HISTORY.** By M. E. Thalheimer, formerly teacher of History and Composition in the Parker Collegiate Institute, Brooklyn. Cincinnati and New York: Wilson, Hinkle & Co. Price \$2.50.

General histories are usually the barest abstracts, as interesting as a city directory, hardly as entertaining as the newspaper column of marriages and deaths, which they greatly resemble. This is particularly true of school histories, which are as juicy as a dry bone, and as attractive as a desert.

From these remarks the two volumes of Miss Thalheimer must be excepted. When her first volume—on Ancient History—appeared nearly two years ago, it was warmly welcomed. The present volume, continuing the narrative to the close of the Franco-Prussian war, is deserving if possible of a more favorable reception, since the wider field of mediæval and modern history demands even greater skill in the selection and arrangement of facts, and the author has shown herself equal to the task. She has been singularly successful in the selection of her matter, seizing upon prominent facts in such a manner as to be of service to the memory, and yet preserving the continuity of the narrative in a wonderful degree, when the ground covered is considered.

The reviews are excellent. The maps are sufficiently numerous and well prepared. The paper, type, and whole mechanical execution are first class, and would render the volume a welcome addition to the library. Perhaps the least we can say of it is, that it is a worthy companion to the preceding volume, and that the two stand unrivalled.

**LIPPINCOTT'S MAGAZINE.**—The August number is adapted to the season; light and brilliant, yet containing much valuable information on numerous topics. Its installment of "The New Hyperion," by Edward Strahan, illustrated by Dore, manifests, as usual, a rich and rare quaintness of humor in the writer, and an apparently exhaustless sense of the grotesque and ludicrous on the part of the illustrator. "A Tour in the China Seas," by Fannie R. Feudge, illustrated, is a pleasing and quite instructive description of places and customs but little known to the general reader. "Malcolm," by George MacDonald, assumes new attitudes and relationships, and the story, as it progresses, decidedly grows upon the reader. "Camp Cure," by S. Weir Mitchell, is indicative of the author's great familiarity with the resources and ways of nature, and is a bracing bit of reading for this time of the year, showing, beyond question, that the writer knows from experience, and appreciates, the healing power of the woods. The opening of "Three Feathers," by William Black, is bright and promising, with some attempts at sensible love-making, a thing worthy of consideration.

"Portraits of Minor Celebrities," by Sarah B. Wister, is an attractive paper, written with spirit, and appreciation of the subject, and is descriptive of portraits of persons whose names are universally known. "Roughing it in the Lebanon," by M. E. Beck, has a positive freshness about it, notwithstanding it goes over ground already very thoroughly trod. "A Moonlight Visit to the Coliseum," by T. Adolphus Trollope, shows the author's well-known power of description, and is particularly interesting because of its account of a visit to Macaulay. "Two Enemies," by Carroll Owen, is illustrative of the tragic ways of æsthetic love. "A Temperate Experience of Mount Desert" is a brief and healthy paper. The Monthly Gossip of the August number is delightfully vivacious; and the poems, I., "Dante Praises Beatrice," a sonnet, by T. M. Coan; II., "Love's Choice," by Kate Hillard; III., "Phantasies," by Emma Lazarus, are all decidedly above the average of magazine poetry. It is, indeed, a charming number of this deservedly popular periodical.

ST. NICHOLAS for August is an excellent "hot weather" number. It contains "The affair of the 'Sandpiper,'" a story of adventures on the water, by Elizabeth Stuart Phelps; "A Whaleman's Ghost," a story of the ocean, by J. H. Woodbury; and even a poem, telling in a very quaint and amusing way, "How a Little Bird went to Sea." There are large installments of the two serials, "Fast Friends," by J. T. Trowbridge, and "What Might Have Been Expected," by Frank R. Stockton. As the first of these is a story of the North and the other of the South, the adventures of the boy-heroes are not at all similar. Natural History receives a good deal of attention in this number. The Zoological Gardens of London are described, with eight pictures of their occupants; there is a story in French (for translation) of a Pet Monkey; the exploits of some "Missionary Insects" are told; there is a sketch of the life and adventures of a Snail; and certain ants that raise crops and some birds that lay out streets are described by the lively and wise "Jack-in-the-Pulpit." Mrs. Jane G. Swisshelm contributes "Willie's Little Brown Sister," a sketch of the far West; and Mrs. A. M. Diaz has a thoroughly New England sketch, "The Moving of the Barn," with funny amateur pictures. The poems, "In Summer Time," and "The Little Doll that Lied," are each marked by a peculiar quaint humor that will be sure to make them widely read and quoted, and the first is most exquisitely illustrated by the author. Besides all this there is a beautiful frontispiece; short stories by Charlotte Adams and Lizzie W. Champney; a practical article on Wood-Carving, and the usual excellent special departments.

**THE POPULAR SCIENCE MONTHLY**, August, 1874. The article which will probably attract most attention is "Female Suffrage," by Prof. Goldwin Smith, a very powerful essay by a man who "once signed a petition for female household suffrage got up by Mr. Mill," but who "had not, when he signed the petition, seen the public life of women in the United States." Prof. Smith regards Mr. Mill as the father of the whole movement in favor of female suffrage; and he proceeds to show that Mr. Mill's conceptions of woman were based upon the character of his wife, concerning whose genius he labored under a hallucination, "which could not fail to prevent him from fully appreciating the power of influences which, whatever our philosophy may say, reign and will continue to reign supreme over questions of this kind. To him marriage was a union of philosophers in the pursuit of truth; and in his work on the position and destiny of women, not only does he scarcely think of children, but sex and its influences seem hardly to be present to his mind. Of the distinctive excellence and beauty of the female character, it does not appear that he had formed any idea." Having disposed of Mr. Mill, Prof. Smith explodes a number of the fallacies of the supporters of woman suffrage. This article alone is worth the price of the number, which also contains Priestley's Discovery of Oxygen Gas; Physics of Ice; The Development of Psychology; Distance of the Stars; A Baby-Fox; Reader and his Editors; The Chain of Species; Color in Animals; An Estimate of Darwin;



Sketch of the Life of Dr. Priestley; and the usual Literary and Scientific Miscellany.

The Popular Science Monthly is published by D. Appleton & Co., New York, at \$5.00 per year. We send it and THE TEACHER for \$5.50.

SCRIBNER'S MONTHLY for August. The paper which will probably be most widely read is entitled "Recollections of Charles Sumner," and is the first of a series by Mr. A. B. Johnson, who was long and intimately connected with Mr. Sumner as his private secretary. Another timely article is Kate Field's sketch of the manuscript of "Our Mutual Friend," recently sold in this country. William Henry Goodyear advances some original theories in regard to Pisan architecture in a fully illustrated article entitled, "A Lost Art." Mr. Saxe gives us "Some Epigrams of Martial." Mr. Stoddard prints his second paper on the ancestry of "Some British Authors," and there is a sketch of Whitelaw Reid, with a portrait.

Mr. King's "Great South" installment deals with "The Cotton States," chiefly Georgia, and the illustrations reflect the life of that region. Mr. B. F. Taylor has another of his "Old Time Music" series, entitled "The Old State Road," and illustrated by Sheppard.

"The Mysterious Island" and "Katherine Earle" are continued, and there are poems by H. H., Mary E. Bradley, and Nellie M. Hutchinson. "Cinnabar City," by James T. McKay, is a thoughtful story of Western life. Dr. Holland writes of "Charles Sumner," "Prof. Swing," and "The Struggle for Wealth," and "The Old Cabinet" is entitled "With Malice toward none, with Charity for all." The other departments have the usual interest and variety.

OLD AND NEW.—The papers most read in the August number will be two, namely: Mr. Hale's graceful and lively translation of the sweet old Provençal love-story of "Aucassin and Nicolette," and Mr. Martineau's powerful and striking exposition of the contrasts between the Gospel of John and the preceding three. Mr. Martineau, dwelling upon the mystic, if not Gnostic features of the Fourth Evangelist, and contrasting them, as well as the language, with the peculiarly Hebrew traits of the Revelation, concludes with great force of reasoning that the two books were not written by the same person, and that the Gospel of John was written later than is usually supposed. Mr. Tyrwhitt's art series continues; Mr. Trollope's novel goes forward with more narratives of contemporary English rascality and noodledoms of high and low degree; there is a queer story by Bishop Ferrette; a sensible financial discussion, in a review of Professor Sumner's work on the currency, which maintains the consistent attitude of the magazine in favor of plain common sense honesty as the one right rule of financiering. There are other good reviews of books, some useful, sociological discussions; a terse and forcible political introduction, explaining what the Civil Service Reform has really done thus far. On the whole, the number is both spirited and entertaining.

HARPER'S MONTHLY for August, which came too late for notice in the August TEACHER, is an admirable number of this admirable magazine, unsurpassed in either hemisphere. Its contents are: The Queen of Aquidneck, an illustrated sketch of Newport, Rhode Island; The Pearl of the Philippines; Our Nearest Neighbor; Ben Sade's Guest; On the Boundary Line, between United States and Canada; Trout Fishing; The Living Link; The American Rail Road, a very valuable and intensely interesting article; The Key of the Family Clock; Canzone; Army Organization, by Gen. George B. McClellan; Allegretto; Galilee and the Papal Infallibility, an instructive historical sketch; English Land and English Peasants; Editor's Easy Chair; Literary Record; Scientific Record; Historical Record; Drawer.

It is not surprising that this Monthly has reached the enormous circulation of 135,000 copies. \$4.00 per year; with THE TEACHER, \$4.75.

THE ATLANTIC for August maintains its high standard of excellence, and is only another assurance that this mag-

azine never grows dull. It is always spirited, entertaining and instructive, presenting a great variety of contents in literature, art, science and politics. While it has always been a favorite magazine among teachers the recent introduction of the department of Education begun in the May issue, will double its claims upon those who are engaged in school work. This department is edited with much care, its discussions are at once lucid and dignified, its criticisms impartial, and its comments show a fairness not often seen in the public press, towards school polity.

The contents of this number will afford entertainment for a lighter hour, as well as food for a more thoughtful season. We commend this magazine to teachers.

THE COLLEGE COURANT, published at New Haven, Connecticut, is not, as might be supposed, an advertising sheet for Yale College, or of colleges in general; but is an able, well-conducted weekly, devoted to educational interests, especially to the higher education. While it keeps one posted on Commencements and Degrees, especially at this time of year, it contains many valuable editorials and contributions. \$3.00 per year in advance.

LITTELL'S LIVING AGE is published every Saturday by Littell & Gay, Boston, and contains the cream of the foreign periodicals—Macmillan's, Blackwood's, Contemporary, Cornhill, Fraser's, Chambers', Academy, Nature, Saturday Review; articles from all of these in one number. A set of Littell is a library of current literature. \$8.00 per year; Littell and THE TEACHER, \$8.00.

#### BOOKS RECEIVED.

COLE'S PRIMARY WRITING GRAMMAR, or Syllabus of Language Lessons requiring written exercises in the proper spelling, meaning and use of words; use of capital letters and punctuation marks; and arranged with reference to SENTENCE BUILDING, and COMPOSITION WRITING. Designed for the use of Intermediate Schools. By J. R. Cole, author of Self-Reporting Daily Register, Self-Reporting Class Book, etc. Chicago: Cushing, Thomas & Co., 150 and 152 Clark street.

THE NORMAL DEBATER. Designed for the use of all Common Schools, Academies and Colleges, as well as A Guide for Teachers' Institutes and Business Meetings in general. By O. P. Kinsey, Professor of English Literature, in charge of Forensic Exercises, National Normal School, Lebanon, Ohio. Cincinnati: Geo. E. Stevens & Co., Publishers.

A JUNIOR CLASS HISTORY of the UNITED STATES. To which are added, The Declaration of Independence, and The Constitution of the United States, with questions, exercises, copious notes, etc., fully illustrated. By John J. Anderson, A. M., author of Grammar School History, etc. New York: Clark & Maynard. Price 90 cents.

JACKSON'S REGISTER FOR PUBLIC AND PRIVATE SCHOOLS, containing a complete individual record and forms for monthly and yearly reports with explanations and directions. By J. A. Jackson, A. M., Supt. Public Schools, Springfield, Ohio. Charles Anthony, Publisher, Springfield, Ohio.

ENGLISH GRAMMAR. An advanced course of Lessons in Languages. By Mary V. Lee, teacher in Minnesota State Normal School, and Hiram Hadley, author of Lessons in Language. Chicago: Hadley Brothers, 1874. Price \$1.00.

MANUAL OF PRACTICAL ARITHMETIC. By William G. Peck, LL. D. New York and Chicago: A. S. Barnes & Co. Price 50 cents, sent by mail post-paid.

A COMPLETE ARITHMETIC. Theoretical and Practical. By same. New York and Chicago: A. S. Barnes & Co. Price 90 cents, sent by mail post-paid.

CONNECTICUT SCHOOL REPORT, 1873-4. By Birdsey Grant Northrop, Secretary State Board of Education.

ANNUAL REPORT of the SUPT. of the HAMILTON (OHIO) PUBLIC SCHOOLS, for school year ending June 30, 1873.

CATALOGUE and CIRCULAR of the COOK CO. NORMAL SCHOOL. D. S. Wentworth, Principal.

SECOND ANNUAL REPORT of the SUPT. of BIBB Co., PUBLIC SCHOOLS, for the school year ending June 30, 1874.